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ABSTRACT

This curriculum guide in health and safety is designed to promote greater achievement by second graders through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through providing objectives, activities, and strategies which integrate content and cognition. The document includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of a subject or course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, i.e., the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

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GRADE TWO

- HEALTH
- SAFETY

FORT WORTH

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FORT WORTH, TEXAS
1989

SP 032 119

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GRADE TWO

- HEALTH
- SAFETY

FORT WORTH

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Safety

Teacher Response Form

Board of Education

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from the desk of the

Superintendent

"Today's schools shape tomorrow's society."

*"The challenge ... is to prepare **all** students to participate in further education and to become productive employees..."*

"The curriculum is the tool through which we must equip students for success in a complex and changing world."

Today's schools shape tomorrow's society. In two short decades, our secondary and elementary students will be the citizens, scholars, scientists, and leaders determining the destiny of our country and our world.

The challenge facing educators, then, is to prepare **all** students to participate in further education and to become productive employees in the workplace. This challenge includes planning and delivering instruction which results in broad and widespread achievement of the core curriculum by all students.

The curriculum is the tool through which we must equip students for success in a complex and changing world. Graduates of our schools must be able to use the intellectual tools they have acquired in school in order to participate intelligently in our democracy, enjoy lifelong learning, and make a living in a competitive world where the most sought after talents are learning, thinking, and self-discipline.

In addition to the delivery of a strong curriculum, the challenge can be met through improved access to educational opportunities, higher expectations for students, and expanded school-community-parent partnerships.

Don R. Roberts
Superintendent of Schools
August, 1989

To The Teacher:

"This curriculum guide represents a reconciliation of curriculum and the limits of time."

This curriculum guide represents a reconciliation of curriculum content and the limits of time. Its purposes are to promote greater student achievement through alignment of the written, the taught, and the tested curriculum; and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition.

Over the past two years, the curriculum staff and teachers have worked to define the curriculum for the Fort Worth Independent School District. Their efforts have resulted in the production of this document which includes

". . . this document includes a statement of philosophy and broad goals. . . objectives . . . scope and sequence . . . instructional planning guides which include teaching activities [and] sample units . . ."

- a statement of **philosophy** and broad **goals** for each content area. These should help guide curricular decisions and articulate the district's aspirations for students as a result of their participating in a program or programs.
- **objectives** organized around broad content goals or strands. These define more specific expectations for students in each subject or courses, Prekindergarten through Grade 12.
- **scope and sequence** charts which display the core content of a subject or course and how this content builds or develops over the span of various instructional levels.
- **instructional planning guides** which include suggested **teaching activities, assessment types**, and **reteaching** and **enrichment** ideas.
- sample **units** which show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction.
- **bibliographies**, annotated lists of school and community **resources, reading lists**, and other instructional resources.

"Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books."

Your role in the successful use of this guide is crucial. Use the guide as a resource for instructional planning and reference its use in both lesson plans and grade books. We hope you will join the collaboration by contributing ideas for activities, assessments, and units as well as by responding to the appropriateness and utility of this document. Response forms are included to facilitate this process.

We acknowledge the contributions of curriculum writing teams and the leadership of program staff without whom this guide would not have been possible. We appreciate, also, the desktop publishing skills and expertise of the Office of Curriculum Production and Distribution in formatting and printing this publication.

Midge Rach, Assistant Superintendent
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August, 1989

FORT WORTH INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

The mission of the Fort Worth Independent School District is to prepare students to assume economic, social, civic, and cultural responsibilities in a complex and changing society. This requires the provision of a well-balanced curriculum for all students that assures mastery of the basic skills of literacy, mathematics, and critical thinking. In addition to establishing this broad intellectual base, the district must provide opportunities for all students to develop attitudes and skills that promote mental, physical, and emotional fitness; economic and occupational proficiency; an appreciation for the aesthetic; and lifelong learning.

GOALS

Goal 1 **STUDENT PERFORMANCE**--All students will be expected to meet or exceed stated educational performance standards of high achievement, master the essential elements, and participate in appropriate school programs.

Goal 2 **CURRICULUM**--Offer a well-balanced curriculum in order that students may realize their learning potential and prepare for productive lives.

Goal 3 **QUALITY TEACHING AND SUPERVISION**--Ensure effective delivery of instruction.

Goal 4 **ORGANIZATION AND MANAGEMENT**--Provide organization and management which will be productive, efficient, and accountable at all levels of the educational system.

Goal 5 **FINANCE**--Provide adequate and equitable funding to support quality instructional programs and quality schools.

Goal 6 **PARENT AND COMMUNITY INVOLVEMENT**--Improve schools by involving parents and other members of the community as partners.

Goal 7 **INNOVATION**--Improve the instructional program through the development and use of alternative delivery methods.

Goal 8 **COMMUNICATIONS**--Provide consistent, timely, and effective communication among all public education entities and personnel.

ACKNOWLEDGMENTS

This document was prepared through the efforts of many individuals who devoted valuable time to planning, critiquing, and revising its components. The curriculum writing team was composed of local educators from all grade levels who met periodically over the last several months to coordinate and integrate their individual efforts. Their devotion to the task deserves special appreciation. Members of the writing team are as follows:

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HEALTH EDUCATION
GRADES PK-12

PHILOSOPHY

Health education today has progressed from a program which focused primarily on anatomy and hygiene to one which focuses on wellness--the optimal level of health to which an individual can aspire. Students in the health education program are provided an opportunity at all grade levels to take responsibility for their own health. The program helps students to make positive, informed, and accurate decisions on matters important to their well-being.

Current facts in the following areas of health education are offered at all levels: mental health, family and social health, physical growth and development, nutrition, exercise and fitness, drugs, communicable and non-communicable diseases, and consumer and environmental health. The concepts presented within each area allow for individual differences at each grade level while providing for continuity throughout all grades.

In the early grades students concentrate on self-awareness, developing positive attitudes and behaviors, and making healthy decisions. In the middle grades students are provided more opportunities to develop self-esteem and to learn to cope with the problems of becoming adolescents. Students in the higher grades learn to use problem-solving techniques to develop a healthy self-concept, to make responsible decisions, and to practice life management skills that could afford them a long and healthy life.

HEALTH EDUCATION
GRADES PK-12

RATIONALE

The purpose of this guide is to provide teachers a tool for planning instruction in health education based on Texas Education Agency essential elements and Fort Worth Independent School District goals and objectives. This publication is not designed to be a restrictive document; rather, it should assist teachers in guiding students to learn to make discriminating decisions in matters relating to health, to live healthfully, and to support family and community health programs. The guide should assist teachers in planning and delivering instruction which will promote mastery of a common core curriculum by all students and, at the same time, provide for curricular differentiation to meet the needs of special populations.

GOALS

1. The learner will apply concepts and skills that foster individual personal health and safety.

2. The learner will apply health-related concepts and skills that involve interaction between individuals.

3. The learner will apply health-related concepts and skills that affect the well-being of people collectively.

Health
GRADE TWO
OBJECTIVES

THE LEARNER WILL:	ESSENTIAL ELEMENTS
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Explain how physical activity relates to posture	1Aiv
2. Identify daily activities that promote dental health, cleanliness, sleep and rest, and healthy eyes and ears.	1Ai 1A
3. Differentiate between various professionals who assist in providing health care	3A
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Identify various emotional states	1Avi
2. Describe environmental effects on emotions	1Avi
3. Recognize consequences of own behavior	1Avi
4. Identify situations that demand decisions	1Avi
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Identify media advertisers of health products (T.V., billboards, newspapers, etc.)	3A
2. Point out ways that society helps handicapped people	3A
3. Identify various community health services that help to protect the environment (spraying for mosquitoes, pollution control, water flouridation, etc.)	1C,3A,B
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Identify activities that promote physical fitness	1Aiv
2. Identify ways to maintain fitness	1Aiv
E. NUTRITION	
Examine the major concepts of nutrition	
1. Relate dietary fads to advertisement	1Av
2. Explain relationship between nutrition and dental hygiene	1Ai,v
3. Identify how food habits can affect general health	1Ai,v

THE LEARNER WILL:	ESSENTIAL ELEMENTS
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Define communicable disease	2A
2. Identify common communicable diseases including AIDS	2A
3. Recognize common causes of communicable diseases	2A
4. Identify personal health habits that help to prevent diseases	1Aii,2A,B
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Examine characteristics of the skin	1Aii
2. Identify major factors which affect physical growth (climate, habits, food, etc.)	1A
3. Name the internal systems of the body	1Avi
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	1C
2. Demonstrate proper care of minor injuries	1C
3. Recognize when a person is sick or injured and needs help	1C
4. Explain the role of the school safety patrol	1C
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Recognize benefits and limitations of medicines	1B,D
2. Explain how the proper use of medicine can help, while the misuse of medicine can harm people	1D
3. Recognize that the use of illegal drugs is wrong and harmful	1D
4. List two destructive outcomes of using tobacco, marijuana, alcohol, and other illegal drugs	1D
5. List reasons why people use drugs	1D

Health Grade 2
RECOMMENDED COURSE SEQUENCE

Sequential Objectives* (Essential Elements)	Resources
The first eight objectives are to be taught first.	*HBJ Health, A Resource for Teachers,* Grade 2
A. PERSONAL HEALTH	
Evaluate the importance of responsible decision making toward personal health care	
1. Explain how physical activity relates to posture (1Aiv)	55
2. Identify daily activities	25
3. Promote dental health, cleanliness, sleep and rest, and healthy eyes (1A)	54; *Heart Explorers,* Amer. Heart Assoc.
4. Differentiate between various professionals who assist in providing health care (3A)	25
B. MENTAL AND SOCIAL HEALTH	
Describe positive approaches to handling a wide range of emotions	
1. Identify various emotional states (1Avi)	11
2. Describe environmental effects and emotions (1Avi)	13
3. Recognize consequences of own behavior (1Avi)	140
4. Identify situations that demand decisions (1Avi)	140
Objectives I. 1-5 are to be taught sequentially when the unit on Drugs is taught.	
I. DRUGS	
Make responsible decisions toward the use and abuse of tobacco, alcohol, and other common drugs	
1. Recognize benefits and limitations of medicines (1B, D)	95
2. Explain how the proper use of medicine can help while the misuse of medicine can harm people (1D)	95-96
3. Recognize that the use of illegal drugs is wrong and harmful (1D)	80-83, 94
4. List two destructive outcomes of using tobacco, marijuana, alcohol, and other illegal drugs (1D)	80-82
5. List reasons why people use drugs (1D)	80-83
Non-Sequential Objectives* (Essential Elements)	**Resources**
C. ENVIRONMENTAL AND COMMUNITY HEALTH	
Identify factors which influence environmental and community health	
1. Identify media advertisers of health products (T.V., billboards, newsletters, etc.) (3A)	131
2. Point out ways that society helps handicapped people (3A)	129

***Certain objectives are taught throughout the course/grade level.**

Non-Sequential Objectives* (Essential Elements)	Resources
3. Identify various community health services that help to protect the environment (spraying for mosquitoes, pollution control, water fluoridation, etc.) (1C, 3A, B)	128-130
D. PHYSICAL FITNESS	
Relate the concept of physical fitness to a healthy body	
1. Identify activities that promote physical fitness (1Aiv)	52-55
2. Identify ways in which an individual can maintain fitness (1Aiv)	54; *Heart Explorers*, Amer. Heart Assoc.
E. NUTRITION	
Examine the major concepts of nutrition	
1. Relate dietary fads to advertisement (1Av)	37; *Heart Explorers*, Amer. Heart Assoc.
2. Explain the relationship between nutrition and dental hygiene (1Ai,v)	25, 38
3. Identify how food habits can affect general health (1Aiv)	34-36; *Heart Explorers*, Amer. Heart Assoc.
F. DISEASES	
Investigate the causes, symptoms, prevention, and treatment of communicable and noncommunicable diseases	
1. Define communicable disease (2A)	66
2. Identify common communicable diseases including AIDS (2A)	67
3. Recognize common causes of communicable diseases (2A)	66
4. Identify personal health habits that help to prevent diseases (1Aii, 2A, B)	69; *Heart Explorers*, Amer. Heart Assoc.
G. GROWTH AND DEVELOPMENT	
Explore the stages of human development from birth to adulthood	
1. Examine characteristics of the skin (1Aii)	10
2. Identify major factors which affect physical growth (climate, habits, food, etc.) (1A)	55; *Choosing Good Health*, Grade 3
3. Name the internal systems of the body (1Avi)	34-38
H. SAFETY AND FIRST AID	
Exhibit responsible behavior toward the prevention of accidents and the care of injuries	
1. Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others (1C)	110, 112-114, 141
2. Demonstrate proper care of minor injuries (1C)	115
3. Recognize when a person is sick or injured and needs help (1C)	115
4. Explain the role of the school safety patrol (1C)	112

***Certain objectives are taught throughout the course/grade level.**

SCOPE AND SEQUENCE--HEALTH PK-5

SCOPE AND SEQUENCE--HEALTH PK-5

Gr.	Personal Health	Mental and Social Health	Environmental and Community Health	Physical Fitness	Nutrition
PK-K	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Chilldhood Scope and Sequence	See Early Childhood Scope and Sequence
1	Tells how bones, muscles, and joints affect posture Establishes daily health care routine (eyes, ears, and teeth)	Demonstrates respect for self and others Exhibits positive attitude toward self and others	Explains "environment" and "pollution" Recognizes causes and effects of pollution	Identifies fitness activities Relates muscle growth to fitness	Explains need for food variety Explores sensory characteristics of food
2	Explains how physical activity contributes to posture Participates in healthful activities Differentiates among health professionals	Identifies various emotional states Recognizes consequences of own behavior Identifies situations that demand decisions	Identifies media advertisers Points out ways society helps the handicapped Identifies health services that protect the environment	Identifies fitness activities Identifies ways to maintain fitness	Relates dietary fads to advertisement Explains relationship between nutrition and healthy teeth Identifies effects of food habits on general health
3	Demonstrates correct posture Practices daily personal health care Relates consumer buying to personal health care procedures	Describes various personal emotions Recognizes effects of feelings on self and others Recognizes the importance of a healthy body	Identifies community health services Lists causes of pollution • water • land • air	Compares physically active and sedentary bodies Describes benefits of fitness Establishes daily fitness routines	Classifies food groups Relates nutrition to healthful snacks Relates food choices to personal health
4	Develops list of daily health care habits Explains need for health care during childhood	Identifies positive ways of expressing emotions Differentiates between appropriate and inappropriate ways to express emotions	Distinguishes between individuals and agencies who provide health services Lists causes of noise, air, and water pollution Relates pollution control to disease prevention	Describes effects of vigorous exercise on body systems • circulatory • respiratory Relates physical activities to fitness	Identifies basic nutrients Develops balanced meal plans Describes energy needs in terms of calories
5	Identifies oral disorders Describes common hearing and vision problems Relates use of consumer products to personal health care	Distinguishes between responsible and irresponsible behavior Identifies various ways to build trust Gives examples of risk-taking behavior	Differentiates between natural and man-made disasters Describes effects of pollution on health (physical, mental, social) Identifies personal responsibilities for protecting environment	Describes factors involved in physical and mental fatigue Describes benefits of aerobic and anaerobic exercise Identifies functions of the cardiorespiratory system	Identifies sources of key nutrients Relates disease prevention to good nutrition Distinguishes between natural and artificial items on food labels Evaluates a menu

SCOPE AND SEQUENCE--HEALTH PK-5

Diseases	Growth and Development	Safety and First Aid	Drugs	Gr.
See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	See Early Childhood Scope and Sequence	PK-K
Recognizes relationship between germs and disease Identifies role of immunizations in disease prevention	Recognizes personal growth data • age • height • weight Names basic body systems Identifies five senses	Executes school emergency drills Distinguishes between safe and unsafe behavior (home, school) Explains how and when to use emergency phone numbers Identifies safety hazards (home, school)	Names harmful drugs Explains why illegal drugs are wrong and harmful Distinguishes between drugs and nondrugs Identifies safe use of drugs	1
Defines communicable disease Identifies common communicable diseases Recognizes common causes of communicable diseases Identifies personal health habits that help prevent disease	Examines skin characteristics Identifies major physical growth factors (climate, personal habits, diet) Names internal body systems	Identifies dangerous behaviors (pedestrian, bicycle) Demonstates proper care of minor injuries Recognizes need for help for illness or injury Explains role of school safety patrol	Recognizes benefits and limitations of medicines Recognizes wrong and harmful use of illegal drugs Lists reasons why people use drugs	2
Distinguishes between communicable and non-communicable diseases Identifies major causes of communicable diseases Identifies methods of preventing disease Relates disease to wellness lifestyle	Compares physical characteristics of various cultures Applies concepts of cells to body systems • skeletal • muscular • nervous	Identifies dangerous behaviors (pedestrian, bicycle) Identifies helpful street signs Demonstrates knowledge of basic first aid procedures Describes methods of accident prevention (home, school, community)	Describes wrong and harmful use of illegal drugs Lists outcomes of illegal drug use Explains how a medicine can be both helpful and harmful	3
Identifies symptoms and treatment of common cold Identifies factors which promote the spread of diseases Describes treatment and prevention of diseases (communicable, non-communicable)	Explains individual growth rate Explains importance of digestive and endocrine systems Identifies anatomy and function •eyes •ears •teeth	Distinguishes between emergency and non-emergency procedures Identifies unsafe behavior (playground, crosswalk) Outlines procedures for escaping disasters (fires, tornadoes)	Explains the wrong and harmful use of illegal drugs Lists harmful outcomes of drug abuse(school achievement, personal health, family well-being) Identifies influence of advertisements on drug use Describes effects of peer pressure	4
Identifies factors which promote the spread of disease Describes common fatal diseases Relates infections to disease • bacterial • viral	Describes anatomy and function of systems •cardiovascular •respiratory •urinary •reproductive Identifies life cycle stages Recognizes role of living cells Identifies changes during puberty	Classifies accidents according to type • burns • fractures • cuts	Describes wrong and harmful outcomes of illegal drugs Identifies basic laws governing drugs Recognizes problems with misuse of over-the-counter drugs Cites examples of promotional drug advertisements	5

Health
GRADES PK-5
RECOMMENDED TIME ALLOCATION

The Texas Education Agency *State Board of Education Rules for Curriculum* state that "...the school district shall provide instruction in the essential elements." The state and local requirements for health instruction in the elementary grades are listed below.

Grade	State (TEA)	Local (FWISD)
Prekindergarten-Kindegarten	See Early Childhood Curriculum Document	See Early Childhood Curriculum Document
Grades 1-2	Weekly	Equivalent of 75 minutes per week
Grade 3	Weekly	Equivalent of 45 minutes per week
Grades 4-5	Equivalent of 60 minutes per week	Equivalent of 45 minutes per week

HEALTH EDUCATION, GRADE 2

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 1: EXPLAIN HOW PHYSICAL ACTIVITY RELATES TO POSTURE

Resources

TEACHING ACTIVITY: (Model the Skills.) Model an example of poor posture as follows: Slouch across the room using exaggeratedly poor posture. Yawn and tell the students how tired you feel. Ask them what is making you so tired (poor posture). Model correct posture using the criteria listed in HBJ Health p. 55. Point out the importance of back and stomach muscles in correct posture. Discuss why physical activity is necessary to keep muscles strong and healthy.

HBJ Copy Master 56

HBJ *Health*, p. 55

Assessment: (Check Comprehension.) Have students complete true-false questions on Posture Worksheet, Handout 1, to check lesson comprehension.

Posture Worksheet

Assessment: (Comprehension/Following Directions) Have students follow puzzle directions and find the steps to good posture on HBJ Copy Master 56, "Good Posture."
(Answer Key: *1. T, 2. F, 3. T, 4. T, 5. T*)

RETEACHING ACTIVITY: Demonstrate exercises to strengthen muscles which are important to good posture such as bent knee sit-ups, side bends, and straight-knee toe touches. Have students perform these exercises under your direction.

EXTENSION: Have students demonstrate exercises that strengthen the leg, back, or stomach muscles. Ask them to explain how these exercises can help to attain good posture.

NAME_____

POSTURE WORKSHEET

Write T or F after the questions.

1. Good posture is important to good health. _____
2. Poor posture makes muscles work more easily. _____
3. Exercise can help keep good posture. _____
4. Poor posture can make a person feel tired. _____
5. Good posture makes you look good. _____

HEALTH EDUCATION, GRADE 2

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: IDENTIFY DAILY ACTIVITIES THAT PROMOTE GOOD PERSONAL HEALTH

Resources

2(a) Dental

HBJ *Health*, p. 25

TEACHING ACTIVITY: Introduce and define "primary teeth" and "permanent teeth." Use an overhead transparency of a tooth to label the crown, root, and gum. Using the slide, describe how tooth decay (cavities) causes holes in teeth.

Copy Master 46

Assessment: (Vocabulary) Have students complete Copy Master 46, "Parts of the Teeth," to check comprehension of lesson vocabulary.

TEACHING ACTIVITY: (Group Activity) Elicit student responses regarding practices to prevent tooth decay. List appropriate responses on chalkboard. Discuss ways to prevent tooth injury.

Safety & Dental Health worksheet

Assessment: (Lesson Concepts) Have students identify good dental practices either by having them complete the Safety and Dental Health Worksheet or by reading the items to them and having them respond with a thumbs up or thumbs down signal.
(Answer Key: *Items 2, 5, 6, 7, 8, 10 should be circled.*)

RETEACHING ACTIVITY: Ask a dentist, hygienist, or the school nurse to demonstrate proper brushing and flossing techniques to the class.

EXTENSION: (Language Arts) Have students draw a picture of their smile and write a short story telling why having healthy teeth is important.

NAME _____

WORKSHEET FOR SAFETY AND DENTAL HEALTH

Circle things that are good for your teeth.

1. Eat lots of candy.
2. Brush after each meal.
3. Push people into the drinking fountain.
4. Stay away from the dentist.
5. Keep things out of your mouth.
6. Visit your dentist for a check-up.
7. Follow safety rules at play.
8. Floss teeth every day.
9. Throw your toothbrush away.
10. Brush teeth before bedtime.

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: IDENTIFY DAILY ACTIVITIES THAT PROMOTE GOOD PERSONAL HEALTH

Resources

2(b) Cleanliness

HBJ *Health*, p. 24
HBJ copy Master 45
Cleanliness Worksheet

TEACHING ACTIVITY: (Large Group Activity) Define cleanliness and tell students how keeping the body clean helps keep it healthy. Elicit responses to the question, "What are some habits that can help keep you clean?"

Take out a comb or brush and run it through your hair. Then ask a student if he or she wants to use it. Guide responses to illustrate that sharing personal items is not healthful. Stress that diseases are often spread by people who do not practice cleanliness.

Assessment: (Written) Riddles about Cleanliness: Copy and distribute HBJ Copy Master 45, to check student understanding of practices for keeping clean.

RETEACHING ACTIVITY: (Small Group Activity) Divide students into small groups and have each group list things people might need for cleanliness. Bring the groups together to combine the list.

Assessment: (Oral) Elicit "yes" or "no" responses to the questions listed on the Cleanliness Worksheet. (Answer Key: *1. no, 2. yes, 3. no, 4. no, 5. no, 6. yes*)

EXTENSION: Have students make a poster illustrating good cleanliness habits.

NAME _____

CLEANLINESS WORKSHEET

Answer "yes" or "no" to the questions.

1. I should wash my body only once a year. _____
2. I should brush my teeth. _____
3. I should use another person's towel to dry my hands. _____
4. I should wash my hair only once a month. _____
5. I should use someone else's comb or brush. _____
6. I should wash my hands before I eat. _____

HEALTH EDUCATION, GRADE 2

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: IDENTIFY DAILY ACTIVITIES THAT PROMOTE GOOD PERSONAL HEALTH

Resources

HBJ *Health*, p. 26

HBJ Copy Master 47

2(c) Sleep and Rest

TEACHING ACTIVITY: Follow discussion sequence in HBJ Health (p. 26) relating to energy, sleep, and rest and the importance of developing good habits early in life. Have students cut out magazine pictures illustrating good sleeping and resting habits.

Assessment: (Check Comprehension--Oral) Ask students these questions and evaluate for appropriate responses:

1. Why are good sleeping habits important?
2. What are some good sleeping and resting habits?
3. Why do children need more sleep than adults?

RETEACHING ACTIVITY: Have students list activities that belong under the headings, "Activities for Exercising" and "Activities for Resting." List their responses on the overhead and discuss them.

Assessment: (Check Comprehension--Written) Have students complete Copy Master 47, "Sleeping and Resting Habits," to check lesson comprehension.

HEALTH EDUCATION, GRADE 2

A. STRAND 1: PERSONAL HEALTH

OBJECTIVE 2: IDENTIFY DAILY ACTIVITIES THAT PROMOTE GOOD PERSONAL HEALTH

Resources

HBJ *Health*, p. 27

HBJ Poster #3
HBJ Copy Master 48

2(d) Eyes and Ears

TEACHING ACTIVITY: Have students put their heads down without peeking. Move a familiar object to a different place in the room and have students guess what has changed. Point out that without their eyesight, they could not see what had changed. Continue the lesson silently, mouthing the words. When students protest, point out how difficult life would be without hearing and the importance of protecting the ears. Discuss ways to protect eyes and ears and list answers on chalkboard. (Use HBJ *Health*, p. 27 for information.)

Assessment: (Check Comprehension--Oral.) Ask the following questions to check lesson comprehenson:

1. What are some ways our eyes keep us safe?
2. What are some ways our ears keep us safe?
3. What are some ways to care for eyes and ears?

(Check Comprehension--Written) Distribute and have students complete HBJ Copy Master 48, "Eyes and Ears," to check lesson comprehension.

RETEACHING ACTIVITY: Invite a health professional, such as the school nurse, to demonstrate equipment and methods for checking eyes and ears.

Assessment: Have students write a short essay beginning "My ears are important to me because. . .," and put the best responses on a bulletin board surrounding HBJ Poster #3 "Proper Ear Care."

HEALTH EDUCATION, GRADE 2

A. STRAND 1: PERSONAL HEALTH

Resources

OBJECTIVE 3: DIFFERENTIATE BETWEEN VARIOUS PROFESSIONALS WHO ASSIST IN PROVIDING HEALTH CARE

TEACHING ACTIVITY: Discuss various professionals and how they help us. Suggested topics: doctors, nurses, lab technicians, dentists, dental hygienists, emergency medical technicians (EMT's), and food inspectors.

Have selected students pantomime one of the professionals discussed and allow students to guess which one it is.

Health Helpers Worksheet

Assessment: Distribute and have students complete the "Health Helper Worksheet."

Answer Key:

1. *emergency medical technician (EMT)*
2. *nurse*
3. *food inspector*
4. *lab technician*
5. *dentist*
6. *doctor*
7. *dental hygienist*

RETEACHING ACTIVITY: Write the names of various professionals on the chalkboard or a transparency. Select students to describe a type of health problem that they are having (pretend). Have remaining students identify the type of professional that they should see.

Invite a parent who is also one of the professionals discussed in class (or, invite a community volunteer) to speak to the class about his/her profession.

EXTENSION: Have students choose one of the health professionals discussed and write a short essay describing the kind of health care given by that professional.

NAME _____

HEALTH HELPER WORKSHEET

Use these words to solve the riddle. Write the correct answer in the blank.

food inspector doctor nurse dentist dental hygienist
lab technician emergency medical technician (EMT)

1. I drive an ambulance and help people in trouble. Who am I?

   _____

2. I help the doctor make people well. Who am I?

   _____

3. I check food to be sure it's safe. Who am I?

   _____

4. When the nurse takes your blood, I check it to see if you're healthy. Who am I?

   _____

5. I check your teeth to be sure they are healthy. Who am I?

   _____

6. I'll check to be sure your whole body is healthy. Who am I?

   _____

7. I help the dentist and clean your teeth. Who am I?

   _____

Student Handout
Assessment (A:3)
Health 2

HEALTH EDUCATION, GRADE 2

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 1: IDENTIFY VARIOUS EMOTIONAL STATES

Resources

HBJ *Health*, p. 11
HBJ Copying Master 42

TEACHING ACTIVITY: Refer to *HBJ Health*, p. 11, "Feelings." Write "emotions" and "feelings" on the chalkboard. Ask students to name some of the feelings they have had, and explain to them that emotions and feelings mean the same thing.

Assessment: Read the situations below to the students to further explore emotions. As students exhibit various emotions, have them name that emotion.

"You have just been pushed by a classmate, and you dropped your books in the mud. Show how your face would look."

"Your best friend's father has taken a job in another part of the country, and the family is moving away. How do you feel?"

"You are shopping in a supermarket with your grandfather, and you find a quarter in your pocket that you forgot you had."

RETEACHING ACTIVITY: Duplicate and distribute HBJ Copying Master 42, "Feelings." Read each story on the handout to the students.

Assessment: Have students cut out the faces at the bottom of copying Master 42 and paste each face next to the story it matches.

EXTENSION: Discuss how greeting cards are used to express feelings. Have students make a card to express kindness to a friend or family member. The card may be a birthday card, a thank-you card, or a get-well card.

Have students assume roles from a story read in language arts and have them act out (pantomime) emotions and feelings of the characters. As each student portrays the feeling, the class will identify it verbally.

HEALTH EDUCATION, GRADE 2

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 2: DESCRIBE ENVIRONMENTAL EFFECTS ON EMOTIONS

Resources

HBJ *Health*, pp. 11, 131

TEACHING ACTIVITY: Write "environment" on the chalkboard. Explain to students that the environment is everything that is around us, both living and non-living. Another word for environment is "surroundings." Have students think about ways that our emotions change according to what goes on around us. Elicit responses from them. Examples of possible responses:

Environment	Emotion
• Family argument	Sad, hurt, angry
• Answering a teacher's question incorrectly	Embarrassed, angry
• A visit to the zoo	Happy, excited
• The lights go out while in the classroom.	Scared, worried, excited

Show students pictures which illustrate how emotions change.

Examples:

House	House burning
Calm sea	Storm
Quiet park	Traffic jam

Ask students for more examples.

Assessment: Make a set of cards, each with the name of an emotion written on it. Hold up two cards at a time. (Example: "happy" and "sad" cards). Have students describe a time that something happened around them that caused them to change from being happy to being sad. Example: A puppy they were playing with ran off down the street and disappeared.

TEACHING ACTIVITY: Define "pollution." Explain how pollution may effect a person's emotions.

Assessment: Have students name one way that emotions are affected by each of the forms of pollutions:

Air
Water
Land
Noise

RETEACHING ACTIVITY: Shuffle the "emotion" cards and place them face down on a table or desk. Taking turns, students will draw a card and read the emotion on the card aloud. The student drawing the card will think of a time when he/she felt this emotion. The student will then describe the environment, such as a birthday party, which was present at the time. Clarify to the class how the surroundings and the emotion experienced are related to each other.

EXTENSION: Have students select a partner. The two students will create, in a drawing, an environment that shows the presence of more than one emotion. The students may present their drawing to the class and explain the emotions in the drawing which are affected by the environment. Example: A tall building is on fire. People are watching from the street. A firefighter is carrying a small child from the burning building, and a person is still waiting to be rescued from the top floor. How many different emotions can be visualized from the persons in the drawing?

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 3: RECOGNIZE CONSEQUENCES OF OWN BEHAVIOR

Resources

HBJ *Health*, p. 140

TEACHING ACTIVITY: Write "consequence" on the chalkboard. Discuss its meaning with the students and give an example of a positive consequence and a negative consequence. Another word for consequence is reward. Examples:

Behavior - Being nice to a new student.
Positive Consequence/reward - Made a new friend.

Behavior - Running in the hallway at school.
Negative Consequence/reward - Stayed in the room during recess.

Assessment: Present four behaviors on a transparency. Have students identify several consequences for each behavior. As a student states a consequence, ask whether the consequence is a positive or a negative one.

RETEACHING ACTIVITY: Model a behavior, such as picking up a piece of paper off the floor and throwing it in the trash can. Ask students to think of a consequence of this behavior. Elicit responses. Ask students if the consequence is a good one or a bad one (positive or negative). Use a student to help model a behavior and demonstrate the consequences.

Assessment: Divide students into pairs or small groups. Describe a behavior which they are to role play. As the students take turns role playing, ask the class to identify some consequences of this behavior.

EXTENSION: Have students write about a time or draw a picture about a time when they made a wrong decision and suffered the consequences. Have them describe what would have been the right decision and what would have been a positive consequence of that decision.

HEALTH EDUCATION, GRADE 2

B. STRAND 2: MENTAL AND SOCIAL HEALTH

OBJECTIVE 4: IDENTIFY SITUATIONS THAT DEMAND DECISION MAKING

TEACHING ACTIVITY: Arrange students in a large circle on the floor or arrange student chairs in a circle around the room. Discuss with students the concept of decision making. Help them realize how many decisions we must make daily and how important these decisions can be to our lives. The teacher reads one of the questions below. A student volunteers an answer. Other students may answer the same question, or the teacher may move to another question.

DECISION QUESTIONS:

1. What decision have you made today?
2. What decision have you made that got you into trouble?
3. What decision have you made that kept you out of trouble?
4. What decision would you make if you saw your best friend stealing some candy from a store?
5. What decision would you make if a beautiful dog followed you home?
6. What decision would you make if a fire started in your home and your parents were gone?
7. What decision would you make if a stranger said he knew your parents and tried to get you into the car with him?
8. What decision would you make if you found ten dollars on the playground at recess?

Assessment: Have students identify three situations that occurred that caused them to have to make a decision today. Have students identify three more times that they will probably have to make a decision before they go to bed tonight.

EXTENSION: Have students make two columns on a sheet of paper. Head one column "Decisions I Make", and the other column, "Decisions My Parents Make for Me." Have students write or draw pictures about three decisions that they make for themselves (other than the ones they have already named) and three decisions that their parents make for them.

Resources

Making Up Your Mind, by Joy Wilt

HBJ Health, p. 140

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 1: POINT OUT WAYS THAT SOCIETY HELPS HANDICAPPED PEOPLE

Resources

Help the Handicapped Worksheet

TEACHING ACTIVITY: Tell students that handicapped people are just like they are except they need extra help in one area. Explain that there are two kinds of handicaps--mental and physical. Elicit examples of physical handicaps. Suggested responses: blind people with canes and dogs; hearing impaired; wheelchair bound; walking aided with canes, crutches, or walkers.

Have students think of ways society helps the handicapped.

- Handicapped parking spaces
- Ramps for wheelchairs
- Seeing eye dogs
- Special vans or buses
- Computers
- Hearing aids

List the do's and don'ts for dealing with handicapped people. Do: smile, act natural, help if asked. Don't: point, laugh, stare, pet seeing eye dog, park in handicapped spaces, push or run past someone who has trouble walking, get in the way of a blind person.

Assessment: Evaluate written responses to Help the Handicapped Worksheet.

Answer Key:

A. Circle things that help the handicapped.

Cane/Walker
Hearing Aid
Handicapped symbol
Wheelchair
Computer

B. Answer yes or no to these questions.

1. *No*
2. *Yes*
3. *No*
4. *Yes*
5. *No*

RETEACHING ACTIVITY: Invite a community social worker from the county or city Social Service Agency. Have the social worker explain their responsibilites relating to providing help to handicapped people. Help students to realize the importance of helping people to feel good about themselves.

EXTENSION: Have students ask teachers, the custodian, the principal, or other adults in the school questions about how handicapped students are shown special consideration. Have them write or draw what information they learn.

Have students assume the role of a physically handicapped person for 5 minutes. Examples: Make believe you are blind and have to walk to your desk or try to find your shoe and put it on. Pretend you are in a wheelchair and have to go through the cafeteria line. Discuss with students how they felt while participating in the activity.

NAME _____

HELPING THE HANDICAPPED WORKSHEET

A. Circle things that help the handicapped.

B. Answer yes or no to these questions.

1. I should point and laugh at handicapped people. _____
2. I should help a handicapped person open a door. _____
3. I should play with a seeing eye dog. _____
4. I should be careful not to push someone who has a cane. _____
5. I should park my bike in a handicapped parking spot. _____

C. STRAND 3: ENVIRONMENTAL AND COMMUNITY HEALTH

OBJECTIVE 2: IDENTIFY VARIOUS COMMUNITY HEALTH SERVICES THAT HELP TO PROTECT THE ENVIRONMENT

Resources

HBJ Health, p. 130

HBJ Copying Master 77

Worksheet

TEACHING ACTIVITY: Review "Pollution and Causes," HBJ p. 130. Introduce the word "pollution" and explain that anything that harms the environment is pollution. Have students name types of pollution (air, water, noise, and solid waste). List sources of each type of pollution.

Water Pollution	Air Pollution	Noise Pollution
Chemicals from factories	Vehicle exhaust	Loud noises of airplanes
Sewage run-off	Factory smoke	Machines
	Fires	Factories

Solid Waste Pollution
Litter

Explain that each type of pollution is harmful to health. Give examples: (lung disease, poisoned water, damaged hearing, germs from trash caused disease). Have students think of ways they can reduce pollution.

Assessment: Copy and distribute HBJ Copy Master 77 for students to complete.

RETEACHING ACTIVITY: How the community helps.

- Review types of pollution and ways each student can help control pollution.
- Ask students to name some of these people. Suggested responses:
  - Health inspectors (make sure factories don't pollute)
  - Sanitation workers (pick up trash)
  - Firefighters (put out fires)
  - Other health workers (spray for mosquitoes, flouridate water)

Assessment: Copy and distribute Protect the Environment Worksheet. Have students complete.

Answer key:

don't litter
put things away
save energy

1. *Firefighters*
2. *Sanitation workers*
3. *Insect control worker*
4. *Health inspector*

NAME _____

PROTECT THE ENVIRONMENT WORKSHEET

Circle the things that you can do to protect the environment.

throw trash in the street	don't litter
make lots of noise	put things away
cut down trees	save energy

USE THESE WORDS TO FILL IN THE BLANKS.

Health inspector	Sanitation worker
Firefighter	Insect control worker

1. I put out fires and prevent air pollution. _____
2. I pick up trash so it doesn't pollute. _____
3. I spray for mosquitoes that could make people sick. _____
4. I make sure factories don't pollute. _____

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 1: IDENTIFY VARIOUS EMOTIONAL STATES

Resources

TEACHING ACTIVITY: Using *HBJ Health*, page 53 "Teaching the Lesson" as a guide, explain the three roles of exercise (to make muscles stronger, to help the body exercise longer, to help muscles move more easily). Have student volunteers demonstrate the three types of exercise. Ask students to tell whether the exercise is one to make muscles stronger, to help the body exercise longer, or to help muscles move more easily.

HBJ *Health*, p. 53
HBJ Copying Master 54

Assessment: (Check comprehension--Oral.) Elicit student responses to the following items:

1. Name three body parts that exercise helps make stronger. *(muscles, heart, and lungs)*

2. What are the three kinds of exercises? (ones to make muscles and body parts stronger, one to help body exercise longer, and ones to help muscles move easily). (Check comprehension--written.) Copy and distribute HBJ Copying Master 54 and evaluate student responses for lesson comprehension.

RETEACHING ACTIVITY: Tell students they have over one hundred muscles in their face, and exercising these muscles keeps facial features firm. Ask them to see how many things they can do with their facial muscles. Have them try raising eyebrows, wrinkling noses, and twisting lips.

HEALTH EDUCATION, GRADE 2

D. STRAND 4: PHYSICAL FITNESS

OBJECTIVE 2: IDENTIFY WAYS TO MAINTAIN FITNESS

Resources

TEACHING ACTIVITIES: Group discussion. Follow "Teaching the Lesson" on page 52 of *HBJ Health*. Stress that regular exercise makes the body healthy and physically fit.

HBJ *Health*, p. 52
HBJ Copying Master 53

Ask students to name their favorite form of exercise. Write the responses on a large sheet of paper. Under each form of exercise, write how that exercise maintains fitness (builds arm strength, etc.).

Assessment: (Check Comprehension--Written.) Copy and distribute HBJ Copying Master 53, "Exercise Is Important." Evaluate written responses for accuracy. Evaluate written responses orally.

Assessment: (Check Comprehension--Oral.) Have students indicate thumbs up/thumbs down to the following questions:

1. Exercise is any activity that makes the body work hard. *(yes)*
2. Muscles help people move. *(yes)*
3. The skeleton is made up of muscles. *(no)*
4. There are only a few ways to exercise. *(no)*
5. The skeleton helps give the body shape. *(no)*

EXTENSION: Have students create and tell about a body part they may use during a favorite exercise or sport. Have other students guess the body part. Example: I am used in the game of soccer. I help my player run and jump, especially kick. (foot)

HEALTH EDUCATION, GRADE 2

E. STRAND 5: NUTRITION

OBJECTIVE 1: RELATE DIETARY FADS TO ADVERTISEMENT

Resources

TEACHING ACTIVITY: Discuss how favorite foods like desserts and candy and fast foods are seen a lot in ads. Discuss reasons for advertisements (to sell products) and check responses. Show examples of print ads for foods that are not healthful (candy, chips). Discuss why ads do not mention that these products are not healthful.

HBJ *Health*, p. 41
HBJ Copy Master 52

RETEACHING ACTIVITY: Introduce reading package labels to determine healthfulness of product, showing examples of actual labels. Have students bring ads and labels for a class bulletin board on healthful and not so healthful products. Discuss what is healthful and what is not healthful about the foods advertised.

Ads for healthful foods and foods that are not healthful

Assessment: Distribute and have students complete HBJ Copy Master 52, "Food and Advertising."

Product labels

EXTENSION: (Reading Skills) Have students locate a food ad in a magazine and circle the words that make the food sound attractive.

E. STRAND 5: NUTRITION

OBJECTIVE 2: EXPLAIN RELATIONSHIP BETWEEN NUTRITION AND DENTAL HYGIENE

Resources

TEACHING ACTIVITY: Discuss relationship between eating sugary foods and tooth decay, stressing that sugar causes acids to form, and make holes or cavities in the teeth.

Tooth Decay Worksheet
HBJ *Health*, p. 25

Ask students who have had cavities filled to raise their hands. Have one student describe the event.

Discuss ways to prevent tooth decay. Emphasize avoiding sugary foods, brushing and flossing teeth, and regular dental checkups.

Assessment: Distribute and have students complete the Tooth Decay Worksheet, Handout 1.

RETEACHING ACTIVITY: Invite a dentist or dental hygienist to demonstrate proper brushing and flossing techniques to students. Have the guest explain to students how certain foods promote cavities.

EXTENSION: Have students illustrate on a poster or a piece of paper two groups of foods: those that help to promote tooth decay and those that help to prevent tooth decay.

NAME _____

TOOTH DECAY WORKSHEET

Circle the correct answer.

1. What is one thing that causes tooth decay?
   a) sugar
   b) salt
   c) apples

2. What makes holes or cavities in teeth?
   a) shovels
   b) ants
   c) acids

3. How can we prevent tooth decay?
   a) hide from the dentist
   b) brush and floss teeth
   c) there is no way

4. Name one more way to prevent tooth decay.
   a) eat lots of sugar
   b) stay away from sugar
   c) stay away from salt

5. Getting cavities is a lot of fun.
   a) true
   b) false
   c) nobody knows

6. Do nutritious or healthy foods cause cavities?
   a) yes
   b) no

Student Handout
Assessment (E:2)
Health 2

HEALTH EDUCATION, GRADE 2

E. STRAND 5: NUTRITION

OBJECTIVE 3: IDENTIFY HOW FOOD HABITS CAN AFFECT GENERAL HEALTH

Resources

HBJ *Health*, pp. 38-40
HBJ Copy Masters 49, 50, 51
Pictures of food from all food groups, plus salty and sugary foods
HBJ Poster #4
Unit Review Worksheet, Handout 2

TEACHING ACTIVITY: Review the four food groups plus "other" foods and have students name several foods in each group. Stress that "other" foods are sugary or salty and not considered healthful. Write "the four groups" and "other" across the chalkboard. Have students name various foods under appropriate heading.

Using HBJ, page 39, discuss the criteria for a balanced meal (foods from all four food groups). Stress the importance of eating balanced meals for good health. Create a sample menu for a balanced breakfast, lunch, and dinner by using food pictures and having students choose foods appropriate to each meal.

Assessment: Distribute and have students complete HBJ Copy Master 49, "Food Groups." Remind students that eating from all four food groups is healthy for the body.

Evaluate students ability to put together a balanced meal by making correct choices of food pictures. Have students complete HBJ Copy Master 50, "A Healthful Meal."

RETEACHING ACTIVITY: Using "Choosing Healthy Foods," HBJ page 40, discuss relationship between eating healthful foods and energy level. (Use a car's need for gasoline as an example.) Stress the importance of eating a healthful breakfast to begin the day well and increase concentration level at school. Review healthful/nonhealthful foods and appropriate food choices for meals and snacks. Have students record what they ate for breakfast for 2-3 days.

Assessment: Evaluate students breakfast journals for completeness and students' suggestions for improvement for correctness. Distribute and have students complete HBJ Copy Master 51. Have students explain why choosing the right snacks is important.

EXTENSION: Have students complete the Unit Review Worksheet, Handout 2.

NAME _____

UNIT REVIEW WORKSHEET

Use these words to fill in the blanks.

Milk group	Meat Group
Fruit and Vegetable Group	Bread and Cereal Group
Salty	Sugary

1. Chicken is in the _____.
2. Cheese is in the _____.
3. Apples are in the _____.
4. French fries are a _____ food.
5. Hot dog buns are in the _____.
6. Candy is a _____ food.

Fill in the blanks.

7. A balanced meal has foods from (how many?) groups.
8. It is important to start the day with a healthful (which meal?)

Student Handout
Assessment (E:3)
Health 2

HEALTH EDUCATION, GRADE 2

F. STRAND 6: DISEASES

OBJECTIVE 1: DEFINE COMMUNICABLE DISEASES

Resources

HBJ *Teachers Guide*, p. 66
HBJ Student Activity #57

TEACHING ACTIVITY: Have students discuss various vocabulary words such as germs, communicable, "catching a cold," bacteria, cough, sneeze.

Ask students to name several ways they believe they can catch a cold or pass one on to someone else (sneezing, drinking from same glass, etc.).

Assessment: Children will complete HBJ Activity #57, "Germs", p. 203.

TEACHING ACTIVITY: Name several illnesses that can be passed on in the ways described above. Then have students name illnesses that cannot be transmitted through germs (headaches, asthma, etc.).

Explain that germs are almost everywhere and most are harmless, but some get inside the body and can make a person ill. Some germs are called bacteria, and some bacteria can cause illness.

Write the words sneeze and cough on the board. Have students cough while they cover their mouth with their hand. Tell them that the breath they feel contains droplets of water that contain germs, and that these may have spread into the air if they had not covered their mouths. If these germs (droplets) were to land on another person, this person will have any germs you may have. If you are sick, you will have communicated (passed) your germs on and will possibly make this person sick as well.

Assessment: Play thumbs-up/thumbs-down. Teacher names several kinds of diseases, children signal thumbs up if it is communicable disease, and thumbs down when it is not.

RETEACHING: Arrange for an expert from the city or conty health department to present to students information on communicable diseases.

EXTENSION: Have children write a story from the germs point of view. Remind them to include the germs "method of transportation" from place to place or person to person.

HEALTH EDUCATION, GRADE 2

F. STRAND 6: DISEASES

OBJECTIVE 2: IDENTIFY COMMON COMMUNICABLE DISEASES INCLUDING AIDS

Resources

Dictionary or encyclopedia
HBJ Resource, p. 67

TEACHING ACTIVITY: List, with student input, several diseases which can be caught from contact with other people.

- chicken pox
- common cold
- pinkeye
- measles
- strep throat
- polio
- mumps
- AIDS

Describe the symptoms inherent in each disease (i.e., chicken pox - red blisters, itching, fever). Be sure to ask for student input, since many children have had one or more of the diseases mentioned.

Assessment: (Library Skills) Have children choose one of the diseases from the list, look it up in a classroom dictionary, and write the dictionary meaning.

RETEACHING ACTIVITY: Discuss several diseases that used to be common, but no longer are. Explain immunization and how it has helped to eradicate smallpox, polio, etc. Explain that new viruses continue to be discovered, causing new diseases. AIDS is a new disease and it makes people very sick. Tell the students that they will learn more about AIDS in the next lessons.

EXTENSION: Have children make a book of the common communicable diseases they have had, or that someone they know has had. Have them draw a picture of how they looked and felt, and what they did while they were sick to help themselves get well again.

HEALTH EDUCATION, GRADE 2

F. STRAND 6: DISEASES

OBJECTIVE 3: RECOGNIZE COMMON CAUSES OF COMMUNICABLE DISEASES

Resources

TEACHING ACTIVITY: Review vocabulary:

- germs - - tiny living things that cannot be seen by the eye alone. Germs can live anywhere. There are many different kinds of germs, and some can cause illnesses such as colds.
- bacteria - - are also germs. Some are harmful and can make people ill. When harmful bacteria enter the body they begin to multiply (grow). Explain that bacteria give off waste products and some of these are poisons. The poisons damage cells in your body and make you feel ill. Bacteria cause illnesses such as strep throat and whooping cough.
- virus - - Viruses cause colds.

HBJ *Health*, p. 67
HBJ Copying Master 58

Explain to students that their bodies are made up of many thousands of tiny cells, and when a virus gets inside the cells, it makes more viruses and soon the cell breaks and the virus pours out. Tell students that besides colds, viruses cause the flu, measles, mumps, and chicken pox.

Tell students about the special virus that causes AIDS. Explain to students that the body usually destroys any germs that enter the body. There are special blood cells called HELPER cells that help keep our bodies safe from germs. In order to stay healthy, we must have these HELPER cells so that the germs we catch do not stay in our body very long. Tell students to think about the following:

"What do you think would happen if our blood had no HELPER cells? If our HELPER cells did not work, the germs would stay in our bodies, and we would stay sick. We would not get well. This is what happens to people who have the disease called AIDS. The germ that causes AIDS is a virus, and it is very different from other germs. We cannot catch these germs in the air. We cannot catch these germs by touching any objects or by holding hands with a person who has AIDS. People, especially children, who have AIDS need friends."

Assessment: HBJ Student Activity #58 p. 204, "Illness." Have students compose sentences using the vocabulary they have learned thus far.

TEACHING ACTIVITY: Discuss how germs, bacteria, and viruses can be spread or communicated to another person. Some possibilities:

- Coughing without covering your mouth
- Sneezing without covering your mouth
- Drinking from the same glass as someone who is sick
- Not properly disposing of tissues
- Not washing your hands before eating, after having sneezed, or coughed into them.

Assessment: Oral Examination

1. Are germs alive? (yes)
2. Can germs cause illness? (yes)
3. Are colds caused by bacteria? (no)
4. Are viruses germs? (yes)
5. Are measles and mumps kinds of illness? (yes)

RETEACHING: Invite the school nurse or other health professional to come and talk about bacteria and viruses. Local pharmacists are often willing to come and talk to a class.

EXTENSION: Have children pretend to be a germ, bacteria, or virus, and write how they were spread to three different people. (They must use three different ways of being spread.)

HEALTH EDUCATION, GRADE 2

F. STRAND 6: DISEASES

OBJECTIVE 4: IDENTIFY PERSONAL HEALTH HABITS THAT HELP TO PREVENT DISEASE

Resources

HBJ *Health* , p. 69

HBJ Copying Master 60

TEACHING ACTIVITY: Review with students some of the causes of communicable diseases which they learned in the previous lesson (Obj. F-3). Have students name some good health habits that might help to prevent disease. Help students name and discuss ways to prevent catching diseases, as well as ways to prevent spreading diseases.

As methods of prevention are discussed, write them on the chalkboard or a transparency. Emphasize the following points for students to think about:

1. Being clean helps to prevent the spread of some diseases.
2. Sometimes we are born with a disease.
3. There are some diseases, such as AIDS, that are easier to prevent than others, but are also more dangerous.
4. Healthy behaviors should be practiced daily.

Assessment: Ask students to select one personal health habit and write about some ways in which acquiring this habit will prevent specific diseases. Have them share their writing with each other.

Assessment: HBJ Activity #60, p. 206, Interpreting Pictures

TEACHING ACTIVITY: Explain vocabulary word inoculaton (or "shot") and how it is used to prevent some diseases. Explain that healthful practices are not always enough to keep harmful germs from making a person ill. Discuss ways getting a check-up can help prevent illnesses.

GOOD HEALTH HABITS

1. Have regular checkups.
2. Eat healthy foods.
3. Get to bed early.
4. Exercise every day.
5. Cover your mouth when you cough or sneeze and wash your hands, if possible.
6. Do not share items that go in your mouth.
7. Throw away used tissue.
8. Wash hands after using the bathroom and before eating any meals.
9. Dress properly for the weather.
10. Do not smoke or use drugs and alcohol.

RETEACHING: Have children cut a picture from a magazine of someone doing something that is healthy for them, (i.e., bike riding, eating something healthy, etc.) or something that will help you stay healthy (i.e., a salad, a box of tissue, a doctor, or nurse, etc.). Children will paste the picture on a piece of blank paper (at the top) and then write about how their picture fits the topic of preventing disease and staying healthy.

Arrange for an expert from the city or county health department to present to students information on disease prevention.

EXTENSION: Conference briefly with each group about possible ideas for a chapter in a book on keeping healthy. Then have children, in their groups, recite and illustrate that chapter. Combine the chapters (laminate, if possible) and publish a class book on preventing diseases. Have students research and create a story about where a germ might travel from an uncovered cough.

HEALTH EDUCATION, GRADE 2

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 1: EXAMINE THE CHARACTERISTICS AND PROPER CARE OF THE SKIN

Resources

TEACHING ACTIVITY:

HBJ Health

1. Have students brainstorm a list of characteristics of their skin. Examples:
   - Smooth in some places, rough in others
   - Hair on some parts
   - Different shades and colors
   - Warm

   HBJ Copy Master 85

2. Have students suggest reasons for some of the differences in skin characteristics among classmates.

3. Give each child a white tissue. Have children wipe their faces with the tissue. (Tissues should pick up dirt and oil.) Discuss with students the need for washing the entire body with soap to help remove germs on the skin that can cause odors, as well as remove some dirt and oil.

4. Discuss ways to keep skin healthy such as:
   - Wash every day.
   - Eat healthy foods.
   - Use sun screen lotion when swimming.
   - Brush and wash hair often. Skin is on the scalp, too!

RETEACHING ACTIVITY: Conduct the following experiment for the students:

- Boil two potato slices.
- Have a volunteer wash one hand throughly, leaving the other hand unwashed.
- Have the student touch one slice with the unwashed hand and the other slice with the washed hand.
- Place both slices in sealed, labeled containers in a warm place.
- After several days, remove the containers and observe the results. Bacterial growth should be more noticeable on the potato touched by the unwashed hand. (Carefully dispose of both potato slices and containers.)
- Have students discuss the results in terms of caring for the skin.

Assessment:

1. Have students complete HBJ activity #85, p. 231. Students will keep a record for a week of their cleanliness habits.

2. Have students make a list of habits they can form to promote good cleanliness practices. They should list at least three and illustrate each activity for a personal health care book.

HEALTH EDUCATION, GRADE 2

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 2: IDENTIFY MAJOR FACTORS WHICH AFFECT PHYSICAL GROWTH

Resources

HBJ Health, p. 10

TEACHING ACTIVITY: Have students brainstorm ways in which the following factors may affect one's growth:

- Food (helps bones and muscles to grow strong)
- Illness (can slow a person's growth)
- Safe Environment (injuries can keep body parts from growing properly)
- Heredity (determines how short or tall a person will be; cannot control)

Write students' responses on the chalkboard.

RETEACHING ACTIVITY:

1. Have students trace their paths to and from school. Help them identify those factors which affect their safety and opportunity to grow up healthy.

2. Have students name some foods which they eat that may affect their physical growth.

3. Select a tall and a short student to stand next to each other. Discuss with students how heredity controls height.

Assessment: Have students write two factors which affect their physical growth. Have them write a complete sentence describing how each factor affects growth of the body.

EXTENSION: Have students make a poster illustrating factors which affect a person's physical growth both positively and negatively.

HEALTH EDUCATION, GRADE 2

G. STRAND 7: GROWTH AND DEVELOPMENT

OBJECTIVE 3: IDENTIFY THE INTERNAL SYSTEMS OF THE BODY

Resources

HBJ Health, p. 53

TEACHING ACTIVITY:

1. Write the words *internal* and *body system* on the chalkboard. Explain that internal means anything that is inside of something else; i.e., "Our classroom is on the internal side of the building." Ask students to suggest other examples of *internal*. A *body system* is a group of organs and body parts that work together to perform a job. Ask students to suggest other kinds of systems (ex: engine in a car, people in a family or on a job).

2. Discuss with students the following internal body systems:
   - digestive system
   - respiratory system
   - circulatory system
   - nervous system

3. Explain what function each system serves, then do worksheet on the internal systems of the body and the body organ responsible for it.
   - Digestive system changes the food we eat. (stomach)
   - Circulatory system moves blood around the body. (heart)
   - Respiratory system helps you breathe. (lungs)
   - Nervous system helps you think and act. (brain)

Assessment: Have students complete the following:

DIRECTIONS: Under the names of each system, write the major body organ responsible for that system.

1. Circulatory System
   [*Heart*]

2. Digestive System
   [*Stomach*]

3. Respiratory System
   [*Lungs*]

4. Nervous System
   [*Brain*]

RETEACHING ACTIVITY: Pass out four 3 x 5 cards to each student. Have them write one of the following words on each card: Stomach, Heart, Lungs, and Brain. Play "Who am I?" Students must hold up proper organ card that matches the internal body system being described. They will then name the system aloud.
Example: "I help you breathe by moving the blood around your body."
Children should hold up the card with *Heart* written on it and say "Circulatory System" out loud.
(This can be played in teams, also.)

EXTENSION: Have students make a book describing the four internal body systems and what they do for our bodies. They may draw a picture of the major organ associated with each system.

HEALTH EDUCATION, GRADE 2

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 1: IDENTIFY DANGEROUS BEHAVIOR AND SITUATIONS INCLUDING WALKING, CYCLING, AND DEALING WITH STRANGERS AND OTHERS

Resources

HBJ *Health*, p. 112 (pedestrian)
HBJ Copy Master 71
HBJ *Health*, p. 114 (Bicycle)
HBJ Copy Master 73
Bicycle Safety Worksheet

TEACHING ACTIVITY: Discuss with students "Pedestrian Safety," HBJ, p. 112. Discuss safety rules for crossing the street. Elicit responses and list on chalkboard. Suggested responses:

- Cross only at corner or crosswalks.
- Obey traffic lights.
- Look both ways before crossing.
- Be sure traffic is stopped.
- Walk, don't run, while crossing the street.

Discuss strangers and the importance of not talking to them, not taking anythings from them, and not getting in a car with them.

Assessment: Copy and distribute HBJ Copy Master 71, "Safety Away from Home." Have students complete.

TEACHING ACTIVITY: Discuss with students bicycle safety, HBJ, p. 114.
Discuss and list two bicycle safety rules. Suggested responses:

- Always ride on the right and watch for traffic and people.
- Observe safety rules while crossing streets.
  - Look both ways.
  - Walk bikes across street.
- Never ride into the street from between parked cars.
- Watch for people in parked cars who may open a door suddenly.
- Always cross at corners and obey traffic lights. (Review colors with students.)

Discuss equipment required for safe bike.

- light
- bell or horn
- good brakes
- chain guard
- reflectors

Assessment: Copy and distribute HBJ Copy Master 73, "Safety Rules" and Bicycle Safety Worksheet. Have students complete.

Answer Key:

1. 2	*3. 5*	*5. 3*	*7. reflectors*	*9. chain guard*
2. 1	*4. 4*	*6. bell*	*8. light*	*10. brakes*

RETEACHING: Prepare a transparency showing safety hazards when walking, cycling, and dealing with strangers. Have students name a safety rule which deals with each hazard.

EXTENSION: Create safety couplets such as the ones below. Allow students to provide the rhyming word to complete each one.
If water on the floor does drip, wipe it up so you won't _____. (slip)
If you take someone else's pill, it could make you very _____. (ill)

NAME _____

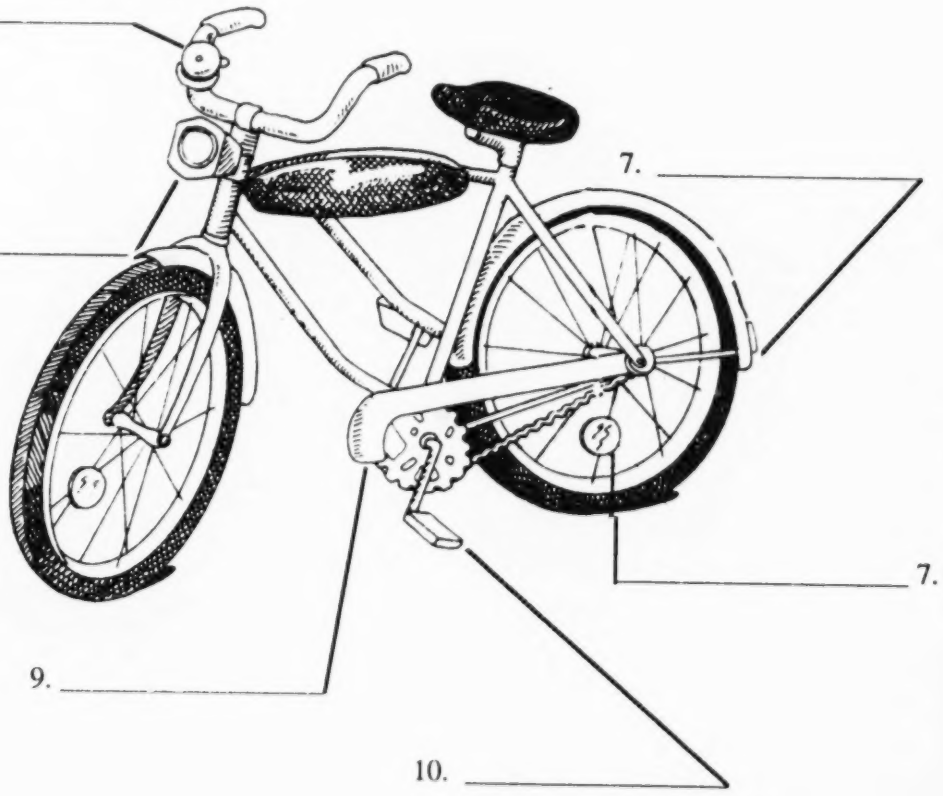
BICYCLE SAFETY WORKSHEET

Put these sentences in the right order. Put a number in the blank after the sentence.

1. Get off the bicycle. _____
2. Stop at the corner. _____
3. Walk the bicycle across the street. _____
4. Look both ways for traffic. _____
5. Wait for the green light. _____

Use these words to label the safety parts of the bike!

Light Bell Chain guard Brakes Reflectors



H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 2: DEMONSTRATE PROPER CARE OF MINOR INJURIES

Resources

HBJ *Health*, p. 115
HBJ Copy Master 74
Doll and stuffed animal
First-aid supplies (for demonstration)

TEACHING ACTIVITIES: Discuss emergencies and the proper action in an emergency. (stay calm, act quickly, and get help from an adult)

Write "first aid" on the chalkboard. Discuss care of minor injuries such as cuts and burns. Elicit student responses.

Cuts
- Cover with clean cloth and press to stop the bleeding.
- When bleedings stops, wash the wound to clean away dirt and germs.
- Cover wound with a bandage to keep it clean.

Burns
- Run cold water over it or put ice on it.

Stress the importance of telling an adult about any injury as soon as possible.

Bring a doll or stuffed animal to class. Create an imaginary injury and have selected students treat it with first-aid supplies.

Assessment: Evaluate students' ability to correctly follow steps when treating the injured doll. Have students complete HBJ Copy Master 74, "Emergencies," p. 220.

RETEACHING ACTIVITY: Have a group of students pantomime a make-believe emergency. Ask them to include how the emergency happened, who needs help, and the proper care of the injury until help comes. Have class discuss the "accident."

EXTENSION: Have students bring a shoe box or the like to class. They are to cover the lid with construction paper and print "First-Aid Kit" on it. Have them make a list of items that should be kept in the box (clean cloth, gauze, antiseptic, adhesive bandage). Explain to students that a first-aid kit should be kept in a handy place at home. Encourage students to take the list home and talk to their parents about it.

HEALTH EDUCATION, GRADE 2

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 3: RECOGNIZE WHEN A PERSON IS SICK OR INJURED AND NEEDS HELP

Resources

TEACHING ACTIVITY: Define injury and give students examples of injuries such as cuts, burns, broken bones, and pulled muscles. Discuss other possible emergencies, such as seeing someone lose consciousness, have a seizure, fall into a hole, choke.

Emergency Worksheet
HBJ *Health*, p. 115

Review and stress emergency procedures.

- stay calm
- act quickly
- get help from an adult

Talk about the emergency number 911. Stress that this number is only for emergencies and only if an adult is unavailable.

Assessment: Distribute and have students complete the Emergency Worksheet, Handout 1.

Answer key:

1. 2
2. 1
3. 3

cuts
burns
choking
car crash
broken arm
fallen down
passed out

911

NAME _____

EMERGENCY! WORKSHEET

Put the sentences in the right order. Put a number in the blank.

1. Act quickly _____
2. Stay calm _____
3. Get help from an adult _____

Circle things which are emergencies where someone could need help.

cuts laughing burns choking

car crash broken arm sleep

fallen down sneezing passed out hiccups

What number should you call in an emergency if you cannot find an adult? _____

H. STRAND 8: SAFETY AND FIRST AID

OBJECTIVE 4: EXPLAIN THE ROLE OF THE SCHOOL SAFETY PATROL

Resources

Safety Patrol Worksheet

TEACHING ACTIVITY: Ask students whether they noticed the school safety patrol on their way school that morning.

Discuss reasons for having a school safety patrol.
- To help children cross the street safely
- To be sure all traffic is stopped

Have students give examples of how the safety patrol has helped them.

Stress proper behavior toward the safety patrol.
- Be polite
- Obey the safety patrol
- Follow safety rules

Assessment: Copy and distribute Safety Patrol Worksheet. Have students complete for evaluation.

RETEACHING ACTIVITY: Have students practice following all school safety patrol rules. Observe student behavior before and after school and correct children who are not obeying the safety patrol.

Answer Key:

1. *no*
2. *yes*
3. *yes*
4. *no*
5. *no*
6. *yes*
7. *yes*
8. *yes*

NAME _____

SAFETY PATROL WORKSHEET

Answer yes or no to these questions.

1. The school safety patrol is not important. _____
2. The safety patrol makes sure all cars stop. _____
3. The safety patrol makes sure children cross the street safely. _____
4. I should not listen to the safety patrol. _____
5. The safety patrol never helps people. _____
6. I should be polite to the safety patrol. _____
7. I should always follow safety rules. _____
8. I should obey the safety patrol. _____

Student Handout
Teaching Assessment (H:4)
Health2

H1-67

HEALTH EDUCATION, GRADE 2

I. STRAND 9: DRUGS

OBJECTIVE 1: RECOGNIZE BENEFITS AND LIMITATIONS OF MEDICINES

Resources

TEACHING ACTIVITIES:

1. Utilizing "Teaching the Lesson," HBJ *Health*, p. 95, review the definition of a drug and the fact that some drugs are found in medicines. Use a transparency to show and discuss the definition of drug and medicine. List some of the benefits and limitations of medicines as you teach the concepts. Medicine labels provide the most reliable information on the limitations.

   HBJ *Health*, p. 95

2. Bring some labels from empty medicine containers to class. Working in small groups, have students make a list of things they should know before taking medicines. Help students read labels. Have groups share lists with class.

Assessment:

1. Discuss the following questions after lesson concepts are presented.
   - What are medicines?
   - Can medicines help fight all illnesses?
   - Why is it important to take medicines correctly?

2. Note some limitations of medicines by completing HBJ Copying Master 66, "Medicine Labels."

   HBJ Copying Master 66

EXTENSION: Have students work in groups and draw pictures of some medicines with which they are familiar. As each group shows their pictures to the class, have them identify each medicine and tell some benefits and limitations of that medicine. Students may also cut familiar medicines out of magazines.

Magazines

HEALTH EDUCATION, GRADE 2

I. STRAND 9: DRUGS

OBJECTIVE 2: EXPLAIN HOW THE PROPER USE OF MEDICINE CAN HELP WHILE THE MISUSE OF MEDICINE CAN HARM PEOPLE

Resources

TEACHING ACTIVITIES:

1. Discuss why it is important to follow doctor's instructions about what time to take our medicine when we are sick, and how much medicine we should take. (HBJ, "Teaching the Lesson," p. 95.)

   HBJ *Health*, pp. 95-96

2. Continue discussion by asking students the following questions and having them write a time (which they can choose at random) on paper or on the chalk board.
   - If you take a vitamin every day before breakfast, what time do you take your vitamin?
   - If you're sick and your mother gives you a dose of aspirin after lunchtime, what time do you take the aspirin?
   - If you've been coughing badly and your dad tells you he's giving you more cough medicine before bedtime, what time will it be when you take the cough medicine?

3. Tell students medicines can be harmful if taken too often, if too old, or if taken with other medicines.

Assessment:

1. Discuss why it is important to take medicines correctly.

2. Complete the worksheet "Time to Take Your Medicine."

   Worksheet, "Time to Take Your Medicine"

RETEACHING ACTIVITY: Review orally label reading on medicines. List some ways medicines can be harmful if not taken according to the directions on the labels.

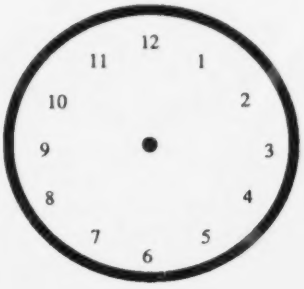
EXTENSION: Have students pretend to be pharmacists who are making labels for medicine bottles. Tell students to draw a label on a sheet of paper. Have them write the important information that they must have on the label.

NAME _____ DATE _____

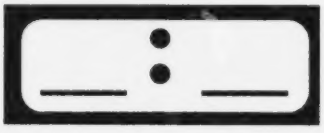
TIME TO TAKE YOUR MEDICINE

Help these people take their medicine at the right time. Fill in the clocks with the correct time to take the medicine.

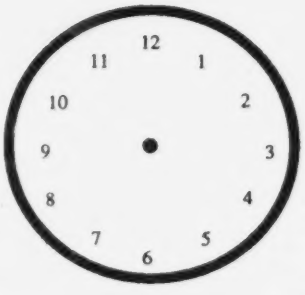
1. **David takes his vitamin every morning at seven-thirty.**



2. **Carla has a headache, and her mother gives her an aspirin. She takes it after supper at six o'clock.**

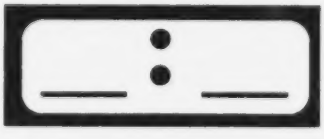


3. **Bryan has a cough, and his father gives him some cough medicine. He takes it before bedtime at nine-thirty.**



4. **Frida's doctor tells her to take her medicine every day at two o'clock.**

5. **Steve's doctor tells him to take his medicine every night at ten o'clock.**



HEALTH EDUCATION, GRADE 2

I. STRAND 9: DRUGS

OBJECTIVE 3: RECOGNIZE THAT THE USE OF ILLEGAL DRUGS IS WRONG AND HARMFUL

Resources

TEACHING ACTIVITY:

1. Utilizing HBJ *Health*, "Teaching the Lesson," p. 96, introduce vocabulary word illegal. Define drug. Place emphasis on the information in paragraphs four, five, and six.

   HBJ *Health*, p. 96

2. With knowledge of the meaning of "illegal," have the students list some illegal drugs as well as identify them by pictures.

   HBJ Copying Master 67

Assessment: Have students answer "Yes" or "No" to the following questions.

- Can medicines be harmful? *(Yes)*
- Are illegal drugs dangerous? *(Yes*
- Is marijuana an illegal drug? *(Yes)*
- Should children take food or candy from a person they don't know well? *(No)*

Pictures of illegal drugs

RETEACHING ACTIVITY: From list of illegal drugs, have class discuss why drugs are wrong and harmful and collectively write a descriptive paragraph of one illegal drug and why it is harmful.

EXTENSION: Have students write a paragraph telling why using illegal drugs shows disrespect for the law and lack of responsiblity for self.

HEALTH EDUCATION, GRADE 2

I. STRAND 9: DRUGS

OBJECTIVE 4: IDENTIFY DESTRUCTIVE OUTCOMES OF USING TOBACCO, MARIJUANA, ALCOHOL, AND OTHER DRUGS

Resources

TEACHING ACTIVITIES:

1. Review the definition of illegal and drugs. Then continue discussion on drugs that aren't illegal, such as tobacco and alcohol. — HBJ *Health*, p. 96

   Web or chart what students know about:

tobacco	makes people cough causes heart and lung disease causes bad breath contains nicotine addictive found in cigarettes
marijuana	kill you illegal get drunk stinks found in beer nickname "weed"
alcohol	wine

   Above are examples or starters if the teacher and students are unable to get going.

2. After teaching the concepts of destructive outcomes of using drugs, have the students (working in groups) read the information on one of the drugs and put it in complete sentences.

Assessment:

1. From webbing, they will list two destructive outcomes of using the mentioned drugs.

2. Have the students signal "thumbs up" if the statement read by you from their sentences is a destructive outcome of a particular drug. (Example: Tobacco contains nicotine.)

RETEACHING ACTIVITY: Bring magazine pictures and ads showing persons smoking and drinking. Discuss the outcomes of these activities. Have students draw a healthy person who does not smoke or drink. Have them draw an unhealthy person who smokes and drinks. Discuss the differences in the drawings. — Pictures of illegal drugs

EXTENSION: List the organs of the body which are primarily affected by alcohol and tobacco. Tell how each organ is affected.

Resources

HBJ *Health*, p. 95

Education for Self-Responsibility II, "Prevention of Drug Use"

Examples for saying "no" to peer pressure:

- Make a joke and change the subject.
- Say "No" firmly and change the subject.
- Say "I wouldn't feel good about myself."
- Act shocked.
- Leave if pressure continues.

2. Have student fold a sheet of paper to make six sections. In each section the students will draw something they can do to help them stay healthy, as opposed to taking (medicine/drugs) to feel better or fight disease.

Assessment:

1. Have students select a partner and try to persuade that partner to use drugs. Have students practice refusing.

2. Discuss students' drawings and then have them write sentences about each drawing, using the word "instead." (Example: Instead of taking an aspirin for a headache, put your head down for a while.)

3. Have students complete HBJ, Copying Master 68, "Feeling Good Without Drugs."

EXTENSION: Divide students into small groups. Give each group a card describing a situation where someone offers them a drug. Have each group invent a skit that shows how to deal with the problem. Present the skits to the class.

Sample Scenarios:

- Martha and Bailey are walking home from school when a stranger in a car pulls up next to them and offers them something in a clear bottle.
- Bonnie is going to the park when her friend Jane runs up and offers her some cigarettes that she stole from her older brother.

BEST COPY AVAILABLE

ESSENTIAL ELEMENTS IN HEALTH
GRADE 2

(1) Concepts and skills that foster individual personal health and safety. The student shall be provided opportunities to:

(A) identify daily practices that promote:

(i) oral health;
(ii) cleanliness;
(iii) health of eyes and ears;
(iv) habits of rest, sleep, posture, and exercise;
(v) nutritional health; and
(vi) self-concept;

(B) recognize benefits and limitations of medicines;
(C) recognize hazards in the environment, and acquire knowledge and skills needed to avoid injury and to prevent accidents; and
(D) recognize negative effects of the use of alcohol, tobacco, marijuana, and other drugs, with special emphasis on illegal drugs.

(2) Health-related concepts and skills that involve interaction between individuals. The student shall be provided opportunities to:

(A) recognize causes of communicable diseases; and
(B) recognize the health of the family is dependent upon the contributions of each of its members.

(3) Health-related concepts and skills that affect the well-being of people collectively. The student shall be provided opportunities to:

(A) recognize interdependence of people and the environment, and recognize personal responsibility for protecting the environment; and
(B) recognize sources of pollution.

GRADE TWO
SAFETY

Physical and Psychological Safety

Scope and Sequence

- Science
- Social Studies
- Health

SCIENCE
SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Practice safety in using materials and equipment	• Practice safety in the use of materials and equipment
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the five sense organs used to observe the environment. Safety: do not touch, pickup, or taste unknown objects or substances without adult supervision	• Identify various parts of plants used for food

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

PREKINDERGARTEN	KINDERGARTEN	GRADE 1	GRADE 2
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	•Accept responsibility for one's behavior at home and at school	• Select appropriate ways of dealing with one's personal and social responsibilities in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify one's personal role in terms of home, school, and neighborhood	• Develop a rationale describing the importance of civic participation in the neighborhood
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Determine the need for rules in the home, school, and community	• Apply leadership qualities of honesty, sensitivity, and consideration in performing civic and social responsibilities
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Compare rules and authority figures in home, school, and community	• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Formulate a set of rules for the home, classroom, and school
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Describe the functions of lawmakers
See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide		• Interpret the consequences for violations of rules/laws

SCIENCE
SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	• Use safety practices in the use of materials and equipment	
Explosions • Identify the formation of solution as a physical change and combining of substances with oxygen as a chemical change	**Weather Safety** • Explain how different weather conditions are used to predict weather and the effect that they have on each other and on people	**Electrical Safety** • Demonstrate knowledge of electricity by comparing static and current electricity	
		• Demonstrate knowledge of electricity by classifying conductors and insulators and by comparing parallel and series circuits	

SOCIAL STUDIES
PHYSICAL AND PSYCHOLOGICAL SAFETY

GRADE 3	GRADE 4	GRADE 5	
• Identify ways people show respect for public and private property	• Demonstrate good citizenship as measured by standards of conduct for the class, school, and community	• Demonstrate an understanding of the organization of the United States government	
• Interpret the consequences of violating community laws	• Explain how groups influence individual behavior	• Analyze historical documents and the rights, privileges and responsibilities set forth in each	
• Determine the critical attributes of local and state government.	• Compare and contrast governmental operations of the executive, legislative, and judicial roles at the local state and national levels		

HEALTH
SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Demonstrate respect for self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Exhibit positive attitude toward self and others
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Distinguish between safe and unsafe behavior at home and at school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Explain how and when to dial emergency phone numbers
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety hazards at home and school
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify the role of immunization in disease prevention
	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Identify safety rules for taking any drug

HEALTH
SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Recognize consequences of own behavior	• Recognize effects of various feelings on self and others including family members	• Differentiate between appropriate and inappropriate ways of expressing emotions	• Distinguish between responsible and irresponsible behavior
• Identify situations that demand decisions	• Describe various emotions found in self and others	• Identify personal characteristics that relate to a good mental self-concept	• Identify examples of showing the need for open communication between parents and children
• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Distinguish between emergency and non-emergency procedures	• Identify ways to build trust
• Recognize when a persons is in need of help	• Describe methods of accident prevention in home, school, and community	• Identify unsafe playground and crosswalk behavior	• Give examples of risk-taking behavior
• Identify personal health habits that help to prevent diseases	• Identify methods of preventing diseases including AIDS	• Outline procedures for escaping from disasters such as fire and tornadoes	• Identify general symptoms of life-threatening situations
• Explain how the proper use of medicine can help, while misuse of medicine can harm people	• Point out relationships of a healthy lifestyle to prevention of disease	• Describe importance of seeking professional help in emergency situations	• Identify proper first aid treatment for selected injuries such as burns and bruises
• Recognize that the use of illegal drugs is wrong and harmful	• Describe how the use of illegal drugs by children is wrong and harmful	• Identify dangerous behaviors and situations including walking, cycling, and dealing with strangers and others	• Identify factors which promote the spread of disease • Describe the most common diseases which may cause death, including AIDS

Physical and Psychological Safety

Integrated Scope and Sequence

Integrated Scope and Sequence

PHYSICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Practices and Rules of Safety • Demonstrate practices and rules of safety to avoid injury and prevent accidents in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Emergency phone numbers (H) • Seat belts (H) • Fire drills (SS,H,S) • Inappropriate touching (H,S) • Crosswalks (H) • Dealing with strangers (H) • Accidents and injuries (H)
People Help Each Other to Be Safe • Discuss ways people can help each other to be safe in the home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Family members (SS,H) • School personnel (SS,H) • Neighbors (SS) • Community helpers (H)
Civic Responsibilities Toward Safety • Recognize one's civic responsibilities toward safety rules and authority figures in home, school, and community	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Classroom safety rules (SS) • School safety rules (SS) • Family safety rules (SS) • Neighborhood safety rules (SS)

PSYCHOLOGICAL SAFETY

	PRE-KINDERGARTEN	KINDERGARTEN	GRADE 1
Behavior and Consequences • Identify acceptable and unacceptable behavior and the consequences of one's actions	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Sharing (SS) • Acting responsibly (H) • Making personal choices and family decisions (SS)
Developing a Positive Self-Concept • Demonstrate a positive attitude toward self	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Feeling special toward self and others (H)
Emotions and Their Effects • Describe various emotions and their effects on self, family, and others.	See Early Childhood Curriculum Guide	See Early Childhood Curriculum Guide	• Recognizing that feelings change (H)

SS=Social Studies, H=Health, S=Science. Represents current curriculum content.

Integrated Scope and Sequence

PHYSICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Poisonous Plants (S) • Medications (H) • Crosswalks (H) • Cars/buses (H) • Bicycle (H) • Fire (H,S) • Emergency procedures (H) • Inappropriate touching (H,S)	• Traffic laws (H) • Street signs (H) • Emergency procedures (H) • Fire hazards/drills (SS,H,S) • Inappropriate touching (H,S)	• Emergency/non-emergency situations (H,S) • Weather (H,S) • Dealing with strangers (H)	• Life-threatening situations (H,S) • Natural disasters (H,S) • Fire hazards/drills (SS,H,S) • Electrical Safety (S)
• Family members (SS,H) • Neighbors (SS) • Community helpers (SS,H)	• Community law makers (SS) • State law makers (SS) • U.S. Government (SS)	• State and local governments (SS, S)	• U.S. Government law makers (SS)
• Work safety rules (SS) • Community laws (SS) • Neighborhood safety rules (SS) • Community safety workers (SS)	• Civic responsibility toward safety, (i.e., traffic signs, littering) (SS,S,H)	• Good citizenship (SS) • Local responsibilities for safety (SS) • State responsibilities for safety (SS)	• National responsibilities for safety (SS,S)

PSYCHOLOGICAL SAFETY

GRADE 2	GRADE 3	GRADE 4	GRADE 5
• Identifying dangerous situations ((H) • Resolving individual and group conflicts (SS) • Saying "NO" (H)	• Respecting the personal rights and property of others (SS) • Asserting personal rights, i.e., personal comfort and space (H)	• Making personal decisions (SS) • Taking responsibility for choices (H)	• Identifying responsible and irresponsible behavior (H) • Preventing risk-taking behavior (H)
• Earning respect from others (H)	• Recognizing one's strengths (H) • Dealing with stress (H)	• Analyzing one's strengths, weaknesses, and accomplishments (H)	• Applying effective coping skills (H)
• Building trust (H) • Relating to negative and positive feelings of others (H)	• Relating negative and positive feelings of others (H)	• Relating to personal loss, i.e., divorce, death (H)	• Communicating feelings (H) • Relating to personal loss and injury, i.e., loosing a friend, rape, (H)

PHYSICAL SAFETY, GRADE 2

PRACTICES AND RULES OF SAFETY

	Resources	
	Instructional	Community
Medications/Poisonous Plants		
(Local Objectives: H-I.1, I.2)		
ACTIVITY: Have students list medicines that they have been given by their parents or doctors. After emphasizing that medicines must be taken correctly and safely, bring labels from empty medicine containers and help students read labels. Stress that placing any substance including plants in the mouth without proper direction or identification is dangerous because the substance may be poisonous. Show students photographs of poisonous plants.	*Choosing Good Health*, Holt Science	#29
Assessment: Page 212, Medicine and Label		

PEOPLE HELP EACH OTHER TO BE SAFE

Neighbors		
(Local Objectives: SS-D.1, D.2, D.3, D.4)		
ACTIVITY: Ask students to look at the pictures on pages 72 and 73. Discuss the following: Why do you think the neighbors wanted to meet? Why do you think they decided to meet as a group? What might happen if there were no leader in charge of the meeting?	*Neighborhoods, HBJ*, "Neighbors Solve Problems," pp. 72-74 Picture Cards, pp. 24-27	
Assessment: Use Picture Cards 1, 2, 4, 25, 26, and 27 and have students discuss possible solutions to the problems. Point out that working in groups can often provide more solutions than working individually.		

CIVIC RESPONSIBILITIES TOWARD SAFETY

Neighborhood Safety Rules		
(Local Objectives: SS-D.1, D.2, D.3, D.4)		
ACTIVITY: Take the class on a walk around the school campus. Have students look for signs that indicate rules of safety and safety directions. Have students sketch the signs.	*Neighborhoods, HBJ*	
Assessment: Have students identify at least two public signs found in a community and express its message in words.		

PSYCHOLOGICAL SAFETY, GRADE 2

	Resources	
	Instructional	Community
BEHAVIOR AND CONSEQUENCES		
Resolving Individual and Group Conflicts		
(Local Objectives: SS-F.5, D.2)		
ACTIVITY: Describe a conflict to the class, such as two students wanting to use the same space on the floor to work on a project. Solicit several possible resolutions. Ask of each resolution, "Would that make everyone happy?" Explain that an "Is everybody happy?" resolution is called a win-win solution, because both (or all) the people win.	*Creative Conflict Resolutions*, Chapter 4, "Teaching Students to be Peacemakers"	#20
Assessment: Give the students an example of a conflict. Have students answer the following questions: 1. What would make everybody happy in this situation? 2. Why would that be nice? 3. Why would that be better than a situation where someone wins and someone loses?	*HBJ, Neighborhoods* Chapter 3, "Neighbors Solve Problems"	
DEVELOPING A POSITIVE SELF-CONCEPT		
Earning Respect from Others		
(Local Objectives: H-B.3, B.4, H.1)		
ACTIVITY: Lead students in a discussion about "respect" and emphasize that respect is the thoughtful way to touch, talk, or act when people want to get along. Explain that when people are respectful to others, they earn respect for themselves and everyone included feels good inside. Give examples of respectful touches, talk, or actions that adults use with children (hug or pat on the back) and encourage student to provide examples of respectful touches by adults that made them feel happy, loved, wanted, or accepted.	*HBJ Health*, p. 140.	#20 #30
Assessment: Read examples of people being respectful or disrespectful. Have students indicate "thumbs up" if the person in the example is showing respect, "thumbs down" if person is showing disrespect. 1. A police officer holds a child's hand while crossing the street. (*Up*) 2. A parent tucks a child into bed at night. (*Up*) 3. A stranger says something to a child that makes the child uncomfortable. (Down)		

	Resources	
	Instructional	Community
EMOTIONS AND THEIR EFFECTS		
Relating to Negative and Positive Feelings of Others		
(Local Objectives: H-B.1, B.4, B.4)		
ACTIVITY: Arrange students in a circle and lead them in a "feelings" hat activity. Pin the word "angry" to a hat. Have the children one - by - one put the hat on and tell about a time when they felt angry. In subsequent circles, use the word "happy," "lonely," "sad," "nervous," or "afraid."	*HBJ Health*, p. 11	#20 #27
Assessment: Have students respond "yes" or "no" to the following questions:		
1. Does everybody have feelings? *(Yes)* 2. Do you always feel the same way? *(No)* 3. Can talking about your feelings make you feel better? *(Yes)*		

Community Resources for Physical and Psychological Safety

1. **Agency: All Saints Episcopal Hospital**
   Target Area: K-5
   Program: Presentations
   Contact: Social Services Department
   Phone Number: 926-2544
   Description: Community education and referral to medical/health resources.

2. **Agency: American Heart Association**
   Target Area: K-5
   Program: Heart Treasure Chest Kit (Grades K-1)
   Heart Explorers Kit (Grades 1-3)
   Contact: Pam Hodges or Patricia Evans
   Phone Number: 732-1623
   Description: Education to decrease heart disease.

3. **Agency: American Red Cross**
   Target Area: Grade 4
   Program: Health Education and Safety
   Contact: Grace Palmer
   Phone Number: 732-4491
   Description: Basic first-aid courses and CPR on any level upon request.

4. **Agency: Because We Care, Inc.**
   Target Area: PreK-5
   Program: Counseling/Presentations
   Contact: Sarah Brooke
   Phone Number: 336-8311, ext. 420
   Description: Because We Care Specialists are based at certain school sites throughout the FWISD. They provide services in education, prevention, intervention, after care to students and their families. Information and referral counseling related to drug and alcohol abuse.

5. **Agency: Bridge Association, Inc.**
   Target Area: Grade 5
   Program: Spruce Emergency Youth Shelter
   Teen Talk--Confidential Counseling 336-TALK
   Contact: Counselor on duty
   Phone Number: 877-4663
   Description: Individual, group, and family counseling on a short-term basis for youth.

6. **Agency: Catholic Social Services**
   Target Area: K-5
   Program: Presentations/Counseling
   Contact: Theresa Rembert
   Phone Number: 926-1231
   Description: Family Counseling including parent-child, group, and individual. Presentations on self-esteem, feelings, and other personal issues.

7. **Agency: Center for Creative Living**
   Target Area: PreK-5
   Program: A program for early childhood and elementary level school-age children. Parent-child counseling
   Contact: Diane McClain
   Phone Number: 429-0521
   Description: A learning center for creative thinking.

8. **Agency: Charter Hospital**
Target Area: Grade 5
Program: Substance Abuse, Self Esteem
Contact: Joe Milligan or Kimber Scott
Phone Number: 292-6844
Description: Awareness, education and prevention of chemical abuse. Psychiatric disorders.

9. **Agency: Circle T. Girl Scout, Inc.**
Target Area: K-5
Program: Presentations
Contact: Sandy Kautz
Phone Number: 737-7272
Description: Development of self-care skills.

10. **Agency: CPC Oak Bend Hospital**
Target Area: 1-5
Program: Counseling/Presentations
Contact: Denise Dugger
Phone Number: 346-6043
Description: Group and individual therapy on chemical dependency and psychiatric problems.

11. **Agency: Department of Human Services**
Target Area: PreK-5
Program: Presentations
Contact: Any worker who answers the phone
Phone Number: 335-4921 (24 hours)
Description: Accepts and investigates child abuse reports, refers child and family to agencies as needed; foster care is given, also.

12. **Agency: F.A.C.T.S. (Family Assessment, Consultation and Therapy Service) Inc.**
Target Area: Grade 5
Program: Counseling
Contact: Leslie R. "Dick" Brockman
Phone Number: 921-6858/654-FACT (metro)
Description: Counseling to individuals, groups, and families concerning anger control, sex abuse, and substance abuse.

13. **Agency: Family Services**
Target Area: K-5
Program: Counseling/Presentations
Contact: Margaret Kelson (for presentations)
Phone Number: 927-8884
Description: Individual, family and group counseling on a sliding fee scale. Presentations to teachers and parent groups. Play therapy is available.

14. **Agency: Fire Department, Fort Worth**
Target Area: K-5
Program: Fight Fire With Care
Learn Not to Burn
Contact: George Strahand or Cameron Brown
Phone Number: 870-6861
Description: A counseling program called "Fight Fire With Care," in conjunction with the Child Study Center. Available for juvenile firesetters ages 2-16. Also a program called "Learn Not to Burn," used by some schools in their curriculum. The purpose is to educate children about fire safety.

15. **Agency: First Texas Council of Camp Fire, Inc.** Program: I Can Do It, Too
Target Area: 1-3 Contact: Liz Fisk
Phone Number: 831-2111
Description: Self-reliance training skills program, teaching survival skills that children might need in the absence of adult supervision.

16. **Agency: Fort Worth Clean City, Inc.** Program: Sheriff Worth and Littering Lucy
Target Area: K-2 Contact: Sally Paremlee, Education Coordinator
Phone Number: 870-6306
Description: Volunteers assume characters of Sheriff Worth and Littering Lucy in a 20 minute educational presentation. Through interaction with two characters, students learn about the effects of littering.

17. **Agency: Fort Worth Fire Department** Program: Presentations
Target Area: K-5 Contact: Captain Roy Knight
Phone Number: 870-6865
Description: Programs and materials on fire safety and prevention of fires in the home.

18. **Agency: Fort Worth Fire Department** Program: Juvenile Firesetters Counseling Service
Target Area: PreK-5 Contact: Captain Les Burks
Phone Number: 870-6861
Description: Counseling service for children, ages 2-14, who have fire setting problems.

19. **Agency: Fort Worth Girls Club** Program: Presentations on sexual abuse and dealing with stress
Target Area: 1-4 Contact: Sally De Foor
Phone Number: 926-0226
Description: Presentations on three programs: Kidability on anti-sex abuse program on assertiveness skills for 1st-4th grades; Kids Can Cope on dealing with stresses of life for 1st-4th grades; and Preventing Teen Pregnancy on how to talk to parents about sexuality.

20. **Agency: Fort Worth Independent School District** Program: Presentations/Consultation on Screening Community resources, programs and materials
Target Area: K-5 Contact: Sarah Brooke
336-8311, ext. 420
Frank Staton
336-8311, ext. 481
Marvin Boyd
878-3821
Description: Conduct presentations or arrange presentations on self-esteem, peer pressure reversal, communication skills, family dynamics, substance abuse, refocusing self-defeating behaviors, refusal skills, and helping children who live with chemically abusive adults.

21. **Agency:** **Fort Worth Independent School District** — Program: Charlie; Contact: Marvin Boyd
Target Area: 1, 3, and 5
Phone Number: 878-3821
Description: A drug education program which emphasizes living skills. The program is taught by parent or teacher volunteers, once a week for 24 weeks in grade 5, 17 weeks in grade 3, and 12 weeks in grade 1.

22. **Agency:** **Fort Worth Independent School District** — Program: DARE; Contact: Marvin Boyd 878-3821, Lt. John Ratliff 877-8050
Target Area: Grade 5 at Dunbar Fifth and Sixth Grade Center and elementary schools in the North Side, Diamond Hill and Polytechnic High School Pyramids.
Description: Life Skills Drug Program taught by specially selected and trained Fort Worth Police personnel. Classes are taught once a week for 17 weeks.

23. **Agency:** **Fort Worth Independent School District** — Program: McGruff being piloted in schools #80 and #64
Target Area: 1-3 — Contact: Marvin Boyd
Phone Number: 878-3821
Description: A program which emphasizes safety including units on drugs.

24a. **Agency:** **Fort Worth Police Department** — Program: Officer Friendly
Target Area: PreK-5 — Contact: Lt. John Ratliff
Phone Number: 877-8050
Description: Two uniformed police officers work full time in ten (10) elementary schools at all levels PreK-5 grades. The officers carry a message to the children of safety including the importance of being drug free. In addition to classroom presentations, the officers work with individual children, conduct field trips, and discuss safety issues, including peer pressure, and how to deal with strangers

24b. **Agency:** **Fort Worth Police Department** — Program: Presentation
Target Area: 3-5 — Contact: Officer K. P. Middleton
Phone Number: 870-7153
Description: Safety precautions to take when traveling to and from school. Includes dealing with strangers, bicycle safety, crosswalk safety.

25. **Agency:** **Fort Worth Police Department** — Program: Red Light/Green Light Program
Target Area: PreK-3 — Contact: Andrea Harbaugh, Crime Prevention Specialist
Phone Number: 870-6600
Description: Personal safety program designed for children; film-discussion format; many topics covered.

26. **Agency:** **March of Dimes** Program: Presentations on Safety
Target Area: K-5 Contact: Laurie Lane, Director of Community Health Education

Phone Number: 284-2702

Description: Speakers and classroom presentations on health related subjects, i.e. prenatal care, nutrition, drugs. Free film library. Health career scholarships for qualifying high school seniors. Professional inservice in prenatal area. Limited financial assistance to post-polio patients.

27. **Agency:** **Mental Health Association of Tarrant County** Program: Early Learning Materials and Felt Board Stories on identifying feelings
Target Area: K-5 Contact: Carolyn Goodspeed

Phone Number: 335-5405

Description: Information, referral and educational services related to mental health. Programs on self-esteem and stress management.

28. **Agency:** **Parenting Guidance Center** Program: Effective Parenting
Target Area: K-5 Contact: Barbara Anderson

Phone Number: 332-6348
332-6399 (Warm line for parents)

Description: Counseling services for parents who desire to develop positive parenting skills.

29. **Agency:** **Poison Control Program** Program: Poison Prevention Education with Cook Fort Worth Children's Hospital
Target Area: PreK-2 Contact: Deborah Rubinson

Phone Number: 885-4371

Description: Program available to K-2 on a limited basis in fall and spring; fifteen minute program on poison prevention, demonstrated by use of puppets; slide presentation available for older children.

30. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** Program: Play It Safe
Target Area: K-5 Contact: Susan Loving Harris

Phone Number: 927-4039

Description: Personal safety with focus on sexual abuse.

31. **Agency:** **Rape Crisis Program of the Women's Center of Tarrant County** Program: Counseling and emotional support for rape victims
Target Area: K-5 Contact: Susan Loving Harris

Phone Number: 338-1126

Description: Emotional support for youth as they go through the trauma of medical and legal procedures and information sharing.

32. **Agency:** **Safety Council of Fort Worth and Tarrant County, Inc.** Program: Safety Education Programs
Target Area: PreK-5 Contact: Rommie E. Terrell

Phone Number: 831-0641

Description: School groups on safety education: Accident prevention and home safety.

33. **Agency:** **Tarrant Council on Alcoholism and Drug Abuse**
Program: Drug Education Puppet Show
Target Area: K-4
Contact: Kim Kirchoff, Director of Education
Pam Dunlop, Assistant Director
Phone Number: 332-6329
Description: Three different puppet shows aimed at different age groups (K-4); program for older youth above 6th grade. Covers topics on developing a positive self-image, effects of peer pressure, knowledge of drug safety.

34. **Agency:** **The Treatment Place (Parents United)**
Program: Individual therapy for the abused and abuser
Target Area: 1-5
Contact: Rita Foust
Phone Number: 877-3440 (24 hours)
Description: A counseling service for youth who have been sexually abused. A counseling program for the perpetrator.

TEACHER RESPONSE FORM

Teacher's Name (optional) _____ School _____

Name of Guide_____

Your comments and suggestions are needed in order to enhance the quality and usability of this curriculum guide. Please complete the following questionnaire and return to Dr. Nancy Timmons, Director of Curriculum by **February 2, 1990.**

	Agree - Disagree					Comments
1. The guide is **organized** in an effective, usable manner.	1	2	3	4	5	_____
2. The **statement of philosophy** reflects my ideas, opinions, and beliefs about the subject matter.	1	2	3	4	5	_____
3. The **goal statements** are broad, comprehensive and express the general aims and direction of the course(s).	1	2	3	4	5	_____
4. The **objectives** are clearly stated, appropriate, and measurable.	1	2	3	4	5	_____
5. The suggested **instructional activities** and **assessment items** are clearly described, aligned with objectives, and varied to accommodate different abilities and learning styles.	1	2	3	4	5	_____
6. The suggested **instructional units** are helpful in modeling the instructional planning process.	1	2	3	4	5	_____
7. The suggested **instructional strategies** section is helpful in planning for variety in teaching.	1	2	3	4	5	_____
8. The **resources, strategies,** and **planning** section is adequate and helpful.	1	2	3	4	5	_____

Additional comments/suggestions: _____

_____

_____

_____

NOTE: You are invited to submit your ideas, activities, and assessments for possible inclusion in the curriculum guides. Your input is welcomed and appreciated. Please include the **grade level, subject,** and **course objective(s)** for each submission.

Check the appropriate item(s)

_____ Teaching Activity

_____ Assessment Item

_____ Enrichment/Reteaching Activity

_____ Unit Plans

_____ Teaching Strategy

_____ Resource

_____ Other (_____)

This document was published and distributed by the Curriculum Production and Distribution Department of the Fort Worth Independent School District.

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